**Oaktree Nursery and Primary School**

**Music Policy**

**INTRODUCTION**

At Oaktree Primary School, it is our intent to make Music an exciting and enjoyable learning experience. Our curriculum provides the children with modern and vibrant musical experiences exploring a range of genres and styles of Music to build on the children’s cultural capital whilst ensuring appropriate challenge with clear progression of skills, knowledge and vocabulary. We aim to build the children’s skills and knowledge in the interrelated dimensions of Music through listening and appraising, creating, exploring and performing. We are committed to ensure our children become composers, improvisers and performers either through singing or skillfully playing an instrument either solo, or as part of a group. We want to ensure that our children develop a love of Music, are confident to take risks and use Music as a way to express their feelings and uniqueness.

**AIMS**

**To:-**

• Promote and support curriculum music for all children as an entitlement throughout their classroom experiences.

• Provide experiences and resources which promote knowledge, skills and understanding in music, in relation to both their own and others musical traditions.

• Provide learning experiences in music, which develop confidence and the musical ability of the child.

• Build progression and continuity in music through careful curriculum planning and monitoring of each child, in line with the school’s policies for assessment and recording.

• Promote opportunities for the child to develop their music further through an extended music curriculum.

• Develop expertise and confidence in music in all members of teaching staff.

• Recognise ways in which music may be incorporated into other curriculum areas to enhance other subjects and develop the musical experiences of all children within the relevant topic.

• Provide children with a variety of music making situations to provide appropriate challenge, foster their enjoyment, personal satisfaction and self-confidence.

• Develop musical skills and concepts through listening, appraising, performing and composing.

• Develop social skills through co-operation with others in the shared experience of music making.

• Make links with our Learning Behaviours including Teamwork through shared music making, Creativity through composition, Making Links through listening, and Perseverance in performing.

• The ability to speak, listen and understand speech is the basis of oracy and research has shown that the interconnectedness of music and language through singing can assist in the promotion of oracy in everyday communicative contexts

**PLANNING & TEACHING**

Music activities will encompass a range of skills and music elements within our multisensory thematic approach to learning where children will have plenty of opportunities to revisit and develop their learning further within each year group as they build on previous knowledge and skills.

Music can develop skills, attitudes and attributes that can support learning in other subject areas that are needed for life and work skills – eg. Listening skills, concentration, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others. Our drive to ensure challenge through questioning and specific skills focus empowers our children to strive for greater musicality.

Our school has musical instruments from different cultures as well as a range of tuned and untuned percussion instruments for the children to access.

Through focused music sessions, children will have the opportunity to listen, appraise, perform and compose in a variety of genres, styles and audiences. There are opportunities to sing songs and play instruments with skill, expression and awareness of their own contribution to a group or class performance. Children are encouraged to improvise and develop their own musical compositions in response to a variety of different stimuli developing greater independence and creativity whilst making appropriate use of ICT to create and record their music.

Our music curriculum enables our children to explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures. They will have opportunities where appropriate, to perform in class assemblies, school productions, seasonal events and in music assemblies.

There is an after school singing club for our both KS1 and KS2 children and they perform annually at a local Junior or Infant Voice Festival.

**EARLY YEARS**

Music comes within a few strands of the Early Learning Goals. Learning rhymes, poems and songs is part of the Reception Development Matters section of Communication and Language. Children in Foundation Stage learn to sing nursery rhymes. The children are given opportunities to explore how to dance and move to nursery rhymes through the outside continuous provision as well as exploring how to accompany these nursery rhymes through playing a variety of pitched and unpitched instruments. Singing and performing a range of well -known nursery rhymes and songs is also part of the being imaginative and expressive strand of the Early Learning Goal – Expressive Art and Design. Foundation Stage use singing as a way to help support the children’s learning in other areas such as Mathematics, where the children join in and chant a variety or counting songs to really help develop their understanding of number. Collaborating through playing instruments together as well as taking turns and persevering with what the children are trying to express with the instruments, comes under the self-regulation and building relationships aspect of the Personal, Social and Emotional development

strand of the Early Learning Goal.

**Equal opportunities**

Children with specific learning needs will be provided with appropriate adaptations for activities according to their needs. They will be taught in mixed ability groups when appropriate, or in ability groups supervised by the teacher or teaching assistant.

**RESOURCES**

Full range of tuned and untuned percussion instruments

Class set of Glockenspiels for both KS1 and KS2

Djembe Drums

Boomwhackers

2 whole class sets of recorders.

**ASSESSMENT & MONITORING**

Assessment is ongoing and evidence for recording and reporting purposes is gained from teacher observation.

Throughout the unit pupils will have experienced all the National Curriculum Music objectives. KS2 children will be given opportunities to self-assess and music assessment will be recorded by teachers.

**MUSIC SUBJECT LEADER**

The role of the Music Subject Leader is to:

• Monitor the music carried out across year groups through learning walks, assessment and pupil voice. This includes monitoring of the frequency of music teaching across the year.

• Support colleagues in teaching the subject through sharing good practice and delivering staff meetings to ensure consistency of approaches and expectations.

• Renew, update and supplement resources needed to deliver the curriculum successfully.

• Attend appropriate CPD and cluster meetings to ensure up to date and relevant professional development in this subject.